

Quality Guided Reading Practice: Self-Assessment and Goal Setting

Directions: Please use this rubric to assess your guided reading practice and define professional learning goals for the year ahead.

Dimension of Practice	Beginning	Developing	Deepening	Achieving Mastery
Curriculum	<p>I am uncertain why curriculum alignment is important.</p> <p>I am not aligning my curricula with that of my colleagues.</p>	<p>I am learning why curriculum alignment is important, but articulating my curriculum seems like an added task that lacks meaning and purpose.</p> <p>I follow the curriculum map and textbook provided to me very carefully to ensure alignment.</p>	<p>My curriculum map is the foundation for all of the work that I do.</p> <p>I am learning how to attend to the critical content and skills defined within my map in ways that meet the needs of my students flexibly, and I use evidence to guide my decision-making.</p>	<p>My curriculum map is a living document that provokes critical thought, inspires reflection, and compels me to engage in rich dialogue with my colleagues.</p> <p>I understand how to use varied measures of assessment to flexibly group my students, establish lexile levels on reading passages, and make informed choices that enable me to customize my curriculum and differentiate instruction.</p>

<p>Instruction</p>	<p>I am uncertain how to group learners for guided reading and/or manage the groups I am not directly serving during guided reading sessions.</p>	<p>I have begun grouping learners and those not involved in guided reading are engaged in seat work.</p>	<p>I have begun flexibly grouping learners and those not involved in guided reading are engaged in reader's workshop.</p>	<p>I flexibly group learners and know how to engage those who are not involved in guided reading in reader's workshop or quality center-based activities.</p>
	<p>I am uncertain how to conduct a high quality guided reading session.</p>	<p>I have begun implementing quality guided reading sessions that include:</p> <ul style="list-style-type: none"> • Definition and modeling of key skills • Informal assessment of fluency and comprehension. 	<p>I have begun implementing high quality guided reading sessions that include all necessary components:</p> <ul style="list-style-type: none"> • Activation of background knowledge • Definition and modeling of key skills • Formative assessment of comprehension and fluency that is non-invasive • Individual assessment without round-robin reading • Documentation of findings from assessment • Designing strategic interventions • Providing feedback to students 	<p>I implement high quality guided reading sessions that include all necessary components, and I assess, reflect upon, and adjust my instruction in response to evidence.</p>

Assessment	I do not assess reading skills.	I assess reading by using tests, quizzes, and short answer responses that most often occur at the end of instruction.	I assess reading by using a variety of measures including fluency checks during guided reading practice.	I assess reading by using a variety of measures, and I document and study the findings in order to provide appropriate interventions.
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